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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** Who we are (L2) **Stations** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs  -Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding).  -Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories.  - Writes assigning meaning to messages | | | | | | **Skills:** Listening/Speaking/writing | | | | | |
| **Materials:** Story Big book “What do you see?” computer (ORT books), beginning sounds worksheet (D), white board, markers or white paper and notebook and pencil case. | | | | | | **Grouping**  Individual  Pairs  xSmall group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  xStations |
| **Date: Week 22**  **(Feb the 12th to the 15th)** | | | **Time: 1 block**  **(Stations of 20 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (Shared reading) (Teacher)**  **Opening: Choral reading to guess the covered word.** Invite the class to read along with you, stop from time to time and cover one of the words. Let children tell you the hidden word. Invite children to discover the words that are repeated in the text.  **Station 2 (** **Computer with ORT books)**  Children will have the chance to listen and interact with the ORT books.  **Station 3 (Beginning sounds worksheet D))**  Children will practice the beginning sound D already worked on the worksheet given.  **Station 4 (Writing)(Teacher)**  Invite children to tell you about what they remember from the last writing class (introduction to cards). Write down their ideas on the board or piece of paper if you prefer. Remind children that this kind of text is a card text. You can also make a brainstorm about the different text there are (poems, cards, stories) from the ones worked. Ask children: are they the same or different? What things make them different? What things make them the same? Explain that each one has a different structure and that a card has one. Start making one together on the board with everyone’s input as an example. Invite children to think the special event we will be having soon (assemblies) and to think of a way we could do an invitation to send to parents. Let each one make their own on the notebook. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: | | | | | | | | | | | |